

## COMM 3355: Media Programming & Management

Tuesday/Thursday 11:00 a.m.-12:15 p.m.

Humanities 312

Fall 2016

### GENERAL INFORMATION

**Instructor:** Brad Yates, Ph.D.

**Office:** Humanities 151

Department of Mass Communications

University of West Georgia

**Office Hours:** TR 10:30-11:00 a.m.

W 10:30 a.m.-12:30 p.m. & 1:30-4:30 p.m.

By Appointment

**Virtual Office Hours:** MTWR 8:00-9:00 a.m.

(Available via UWG e-mail or Google Voice Text: (678) 752-7239)

**Telephone:** (678) 839-4938

**E-mail:** [byates@westga.edu](mailto:byates@westga.edu)

**Important Note:** Read this entire course syllabus **carefully**. You are responsible for all the information contained herein. Ignorance of the policies of the class will not be an acceptable excuse.

### TEXT & ADDITIONAL MATERIALS

1. Eastman, S. T., & Ferguson, D. A. (2013). *Media programming: Strategies and practices* (9<sup>th</sup> ed.). Belmont, CA: Wadsworth. You should also consult the textbook web site (<http://tinyurl.com/comm3355textbook>) for study aids, updates, and additional resources.
2. You should also frequently visit the following web sites to stay abreast of the current happenings and trends in programming (All (as well as others) are found in [LiveBinders-Access Key=COMM3355](#)). Some sites offer free e-mail service. The sites include:  
<http://www.adweek.com/tvspy/>, <http://www.broadcastingcable.com/>,  
<http://www.cynopsis.com/> (sign up for e-mail service), <https://www.natpe.com/>,  
<http://www.jumptheshark.com/>, <http://tv.yahoo.com/>,  
<http://www.televisionwithoutpity.com/>, <http://www.smartbrief.com/ctam/index.jsp> (sign up for e-mail service), <http://www.lostremote.com>.
3. Additional readings from selected textbooks, newspapers, magazines and online sites will be assigned throughout the course as well as the viewing or listening of various online, radio, and television programs or examining selected online sites.

\*It is not possible to successfully complete the requirements of COMM 3355 without reading the textbook and additional materials.

### COURSE PREREQUISITES AND SOFTWARE

- This course is technology-enhanced, but most of the course will be delivered face-to-face.
- There may be synchronous meetings via Google Hangout (requires Google+ profile) at select times throughout the course. These sessions will be recorded and posted if you are unable to participate in the meetings.
- The following are the minimum requirements for completing this class successfully. These are recommended to help you meet these requirements and participate in the class.
  - Access to a personal computer (PC or MAC) with speakers, a webcam, and a microphone to complete the course work (*Google Hangout; Skype*).

- High-speed Internet service (DSL, Cable, etc.) is **strongly recommended**. If high-speed Internet is not available in your area, contact your instructor immediately. Completion of course requirements will be very difficult and cumbersome without high-speed service.
- Software requirements: *Microsoft Office 2003* or higher (available for free at UWG), [Adobe Reader](#), and other potentially required downloads listed in CourseDen.

### ABOUT THE COURSE

COMM 3355-Media Programming Expounds upon principles discussed in COMM 3350-Telecommunication and Electronic Media Industries and offers an in-depth examination of the historical, legal, and professional practices involved in programming and managing the electronic media. Emphasis will focus on the processes of selecting, scheduling, promoting, and evaluating programming for commercial radio and television networks, commercial radio and television stations, cable television, public radio and television, and online outlets. Moreover, management issues and programming terminology, strategies, and economics will be addressed.

Please understand that this course is an **advanced level course** that is based upon two prerequisite courses (COMM 1154-Introduction to Mass Communications & COMM 3350-Telecommunication and Electronic Media Industries). You are expected to already possess a certain amount of knowledge and familiarity with media programming and management concepts. If you are deficient in any of the foundational areas, you will need to bring yourself up to speed on your own.

Also, **this course is quite rigorous**. You will need to spend several hours a day reading and completing the assignments. You cannot leave anything to the last minute. Log on everyday and dedicate specific blocks of time to reading and working on your assignments. If you get behind, it will be a significant challenge to catch up.

Furthermore, **keeping active and open lines of communication will be a key to our success**.

Finally, students who enrolled in this course in the past found the content valuable and practical for their careers. One former student reported she secured her first media job because of the concepts she learned in the course. I hope this course will prove to be a synthesis of much of the material you have learned in other courses required in the Digital Media & Telecommunication sequence.

### **Course Learning Objectives:**

1. Students will demonstrate an understanding of the history and role of professionals and institutions in shaping communications. (*ACEJMC Core Competency #2*)  
More specifically:
  - a. Students will describe the concepts, vocabulary, and practices of media programmers.
  - b. Students will describe the history of radio, TV, cable, and online programming and the extent to which history affects the future.
  - c. Students will recognize the principles for understanding and interpreting programming strategies in the television, cable, radio, and online industries.
2. Students will conduct research and evaluate information by methods appropriate to the communications professions in which they work. (*ACEJMC Core Competency #8*)  
More specifically:
  - a. Students will examine the social and industry ramifications of programming changes.
  - b. Students will analyze programming in particular situations through practical applications.
  - c. Students will prepare creative ideas for programs.
3. Students will apply basic numerical and statistical concepts. (*ACEJMC Core Competency #11*)

**Department of Mass Communications Learning Outcomes:**

1. **Awareness:** Students will demonstrate *awareness* of mass communications scholarship, i.e., theory/research; paramount economic, ethical, legal/policy, social, and technological issues; and the role of principle personalities and stakeholders within the context of freedom of speech, freedom of press, media competition, media convergence, diversity, and/or social responsibility. ACEJMC defines awareness as familiarity with facts, concepts, theories, laws and regulations, processes and effects.
2. **Understanding:** Students will demonstrate *understanding* of mass communications scholarship, i.e., theory/research; paramount economic, ethical, legal/policy, social, and technological issues; and the role of principle personalities and stakeholders within the context of freedom of speech, freedom of press, media competition, media convergence, diversity, and/or social responsibility. ACEJMC defines understanding as assimilation and comprehension of information, concepts, theories and ideas.
3. **Application:** Students will demonstrate effective *application* of mass communications scholarship, i.e., relate and/or apply concepts, theory/research, and professional principles to analyze and synthesize information, create, develop, produce, and/or write for converging digital, multi-media, and traditional media. ACEJMC defines application as competence in relating and applying skills, information, concepts, theories and ideas to the accomplishment of tasks.

**COMMUNICATION WITH THE INSTRUCTOR**

Communication Tools	Rules
CourseDen	Use this account as the primary method of communication for the duration of this course. Class-related inquiries should be sent in CourseDen e-mail.
UWG E-mail Account <a href="mailto:byates@westga.edu">byates@westga.edu</a>	Use this account for all non-class related inquiries. General class-related inquiries may be copied to this address. The official university communication to students is through campus e-mail (myUWG): <a href="http://myuwg.westga.edu/cp/home/loginf">http://myuwg.westga.edu/cp/home/loginf</a> . Be sure to access this several times a week to keep up-to-date on important information from the university.
My Response Time	Necessary responses to your e-mail inquiries will be sent <b>within 48 hours</b> or less assuming there is no extenuating circumstance that does not allow for a response within the designated timeframe.
Google Voice 678-752-7239	Use this number to leave class-related voicemails or texts.
Office Phone 678-839-4938	Use this number for all non-class related inquiries unless we have made special arrangements to converse via phone.
Emergencies	If you have to contact me because of an emergency, you may use CourseDen e-mail, my e-mail, office phone, or Google Voice.
Virtual Office Hours	I will maintain <b>virtual office hours from 8:00-9:00 a.m. Mondays, Tuesdays, Wednesdays, and Thursdays</b> during the semester and will be accessible via e-mail. You may also schedule an appointment for a virtual meeting (Google Hangout; Skype) or a phone conversation.

Note: If you have problems in the class, **it is YOUR responsibility** to initiate contact with me. I cannot help you if you do not communicate with me. Let me know of any problems **early** on in the course. I **will not** accept excuses for poor performance or missing assignments and quizzes, especially late in the course.

STUDENT RIGHTS AND RESPONSIBILITIES

Students, please carefully review the following information at this link:

[http://www.westga.edu/assetsDept/vpaa/Common\\_Language\\_for\\_Course\\_Syllabi.pdf](http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf)

It contains important material pertaining to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester.

COURSE DEN RESOURCES

Please refer to the Resource Center on your CourseDen homepage for information and links to the following resources as well as additional support services:

<b>Academic Support</b> <ul style="list-style-type: none"> <li>• <a href="#">Online Student Guide</a></li> <li>• <a href="#">Center for Academic Success</a></li> </ul>	<b>Technical Support</b> <ul style="list-style-type: none"> <li>• <a href="#">UWG Online Helpdesk Services</a></li> <li>• <a href="#">Information Technology Services (ITS)</a></li> </ul>
<b>Counseling &amp; Career Development</b> <ul style="list-style-type: none"> <li>• <a href="#">Accessibility Services</a></li> <li>• <a href="#">UWGCares: Helping the Campus Community Respond to Stress and Distress</a></li> </ul>	<b>University Policies</b> <ul style="list-style-type: none"> <li>• <a href="#">Academic Honor Code Pledge Statement</a></li> <li>• <a href="#">University of West Georgia Honor Code</a></li> </ul>
<b>Additional Resources</b> <ul style="list-style-type: none"> <li>• <a href="#">Atomic Learning</a></li> </ul>	

EVALUATION PROCEDURES

Grades **earned** in this class are based solely on the following:

• Test #1	100 points
• Test #2	100 points
• Competing Daypart Radio Air Personalities Evaluation	25 points
• TV Program Evaluation	25 points
• Ratings & Shares Worksheet	25 points
• Revenue Potentials & Amortization Worksheet	25 points
• TV Program Report	100 points
• <u>Pitch Project</u>	100 points
<b>Total</b>	<b>500 points</b>

**Tests (200 points): Two (2)** tests will be administered during the semester. The tests will contain a combination of multiple choice, true/false, fill-in-the blank, short answer, and/or essay questions that cover material assigned or presented in the course from textbook chapters, lectures, discussions, web sites, handouts, films, tapes/DVDs, and online resources. Each test is worth 100 points toward your final grade.

**Competing Daypart Radio Air Personalities Evaluation (25 points)**-Compare the air personalities on three (3) stations in the Atlanta market in one daypart (morning, midday, afternoon, evening, or overnight). Apply the criteria for successful jocks described in Chapter 11 on pages 369-371. Further details will be provided.

**TV Program Evaluation (25 points):** Choose a TV series (broadcast, cable, or online) that you are familiar with. It should not be an anthology or a soap opera. Evaluate an episode of the series using these criteria: 1) opening, 2) theme, 3) plot, 4) characters, 5) dialogue, 6) ending, 7) production values, and most important 8) how it could be improved. Further details will be provided.

**Ratings & Shares Worksheet (25 points):** Complete the worksheet posted in Module 3 to gain practice calculating ratings and shares for television programs and stations. Further details will be provided.

**Revenue Potentials & Amortization Worksheet (25 points):** Complete the worksheet posted in Module 4 to gain practice calculating a TV station's revenue potential and payment schedule when it purchases syndicated programming. Further details will be provided.

**TV Program Report (100 points):** You (or you and your partner) are to write a six to eight (6-8) page report to assess the selection, placement, and retention of **one (1) prime time network TV program** of your choice. It must be an **up-to-date report (NOT a term paper)**, projecting your best estimate of the situation at this time and for the near future. (OLD information alone will not be satisfactory.) Use a memo or report format and writing style.

This assignment should be interesting to do and have practical value for you. Its three objectives are: 1) to familiarize you with the current strategies surrounding one program series aired on network prime time television; 2) to encourage you to critically evaluate the selection and scheduling of that program; and 3) to apply the programming theories explained in class and in your readings.

This activity prepares you for the strategic thinking that network researchers do. This is very similar to what local station and rep programmers do. Although you are unlikely to get a job as a television, radio or cable program director as your first position, there are lots of jobs as assistant radio, television, and cable programmers that go to relatively inexperienced college graduates, and there are jobs as program researchers with the networks, syndicators, rep firms, and consultants. In addition, this activity helps prepare you for your long-term objectives in station or cable management and to become an educated critic and consumer of television. Further details will be provided.

**Pitch Project (100 points):** You and several other members of the class will present a mock pitch session in a face-to-face class meeting. Any resources associated with the presentation will be submitted prior to the presentation via the Dropbox tool in CourseDen. You will come up with a programming idea and work up a pitch procedure. For example, you might decide to pitch a badminton special to ESPN, a sit com series to Fox, a movie of the week to CBS, a Thai cooking show to The Food Channel, or a documentary about Tahiti's bid for independence to PBS.

To the extent possible, the pitch session should imitate those in the industry. An industry pitch session usually lasts 15 to 30 minutes. It often starts with small talk (the weather, a new nearby restaurant, last night's sports event). The seller(s) segues into the idea for the show or series. It is best to present first the strongest point in terms of the buyer's need (fill a hole in the schedule, meet a certain demographic, emphasize a certain actor, etc.), and then give the basic concept in more depth. Usually the buyer(s) just listens while the seller(s) presents but sometimes the buyer(s) interject questions along the way. **Sizzle helps.** The buyer often shows charts, plays a short tape, or in other ways gives the buyer a tangible feel for the programming idea. The buyer(s) will definitely ask questions and make comments at the end of the pitch and the seller(s) will try to get a commitment. The pitch process is discussed more completely in a handout that will be provided and in posted instructional materials.

You may wish to utilize communication tools within the online environment (e.g., Google Docs, Google Hangout, etc.) to work as a group on the project; each person will also need to do individual work to assist the group in developing the best presentation possible. Everyone in the group will receive the same grade so it behooves all to make this a pleasant, cooperative project. Further details will be provided.

**Grading Scale:**

Points needed to receive grade

A=450-500

C=350-399

F=299 and below

B=400-449

D=300-349

\*Note: The instructor reserves the right to change the assignments and point values in an effort to meet the objectives of the course. Ample notice will be provided if such changes are made.

FAIR USE

The materials in this course web site are only for the use of members enrolled in this course for the purposes associated with this course and may not be retained or further disseminated.

ATTENDANCE

You are expected to be in class. If you miss class, you are responsible for all material, turning in assignments on time, and taking tests when scheduled.

PARTICIPATION

**Make-up assignments and quizzes:** Any make-up assignments or tests will be administered at the discretion of the instructor. All requests to make-up assignments or tests must be substantiated with official documentation as to why you were unable to complete your work by the deadline. Acceptable situations include a serious incapacitating illness or a death in your family, among others.

**Submitting Assignments:** Students are expected to submit assignments on time. All components must be completed to receive a grade. All assignments are due by 11:59 p.m. on the date due (unless otherwise noted). Any assignments posted after the deadline are considered late. Late assignments will be accepted at the discretion of the instructor. If a late assignment is deemed acceptable, it will **suffer a half a letter grade penalty for each day (not class meeting)** it is late.

Valid reasons for submitting work late must be cleared by the professor **in advance**. It is the student's responsibility to contact the professor when extenuating circumstances take place. Late online assignments such as discussion board postings will also result in grade reduction.

ACADEMIC DISHONESTY

Academic dishonesty is NOT tolerated. It will result in failure on assignment(s) as well as possible disciplinary sanction(s) in accordance with the academic misconduct policy as stated in the latest [UWG Connection and Student Handbook](#). University of West Georgia [Honor Code](#) defines academic dishonesty as cheating, fabrication, plagiarism and facilitating or allowing academic dishonesty in any academic exercise.

**Cheating:** using or attempting to use unauthorized materials, information or study aids

**Fabrication:** falsification or unauthorized invention of any information or citation

**Plagiarism:** representing the words or ideas of another as one's own. Direct quotations must be indicated and ideas of another must be appropriately acknowledged.

Academic dishonesty in any form compromises your grade and lowers the quality of your diploma. A fellow student who cheats may actually lower your grade, sometimes causing unfair and inflated grading scales. I hope each of you values your college education enough to protect yourself from dishonest classmates. If you are aware of cheating taking place, please contact Dr. Camilla Gant, chair of the Department of Mass Communications, or me, and proper action will be taken.

SPECIAL NEEDS STUDENTS

I will make accommodations for students with special needs. Don't wait until after the first assignment or test/quiz to talk with me! Don't try and "wing it" without telling me about your particular issue or needs. If you need special accommodations for assignments or tests/quizzes, let me know **early**, not a few days before an assignment or test/quiz is due. I am here to facilitate your learning, but I need to be informed to do so.

BEHAVIOR IN THE CLASSROOM

You do not need me to tell you how to behave in a classroom environment. However, I want you to know what I expect from you in order to avoid embarrassing situations.

- You are expected to participate in class discussions. None of us will have answers to all of the issues that are raised in this course. Feel free to speak your mind during class, no matter how outrageous your comments may be. I expect, however, that you show respect to your classmates. If you disagree with their point of view, please express that disagreement in a way that is not offensive. When one person is talking, everyone else should listen. The same goes for discussions via CourseDen.
- I expect you to learn the material in the text on your own. I will frequently add material to that contained in your text and discuss topics that are not covered in your text. Keep up with your reading so that you can make an informed response when you are asked questions.
- I will be well aware of the clock during our class meetings. Therefore, please refrain from slamming books and closing backpacks until the class is over! I will be respectful of your schedules and will not purposely keep you longer than our allotted time.
- You are expected to conduct yourself professionally.
  - All students are expected to display a positive attitude.
  - Professionalism includes but is not limited to the following:
    - Participating in interactions and class activities in a positive manner.
    - Collaborating and working equitably with students in the class.
    - Actively participating in class each week.
    - Turning in assignments on time.
    - Arriving at and leaving scheduled face-to-face and virtual classes punctually.
    - Treating class members, professor, and colleagues with respect in and out of the classroom.
    - Eliminating interruptions in class.

**COURSE SCHEDULE**

- The course schedule and assignments are **subject to change** in order to accommodate special guests, speakers, reinforce course material, and maintain some flexibility.
- **Additional reading, listening, and viewing assignments will be made throughout the semester.**
- **You are responsible for all material assigned.**
- **All assignments below are either submitted via the CourseDen assignment Dropbox, a designated assessment tool, or they are completed in a CourseDen discussion board unless otherwise specified. Tests will be administered in class.**

Week/Dates	Module	Topic or Activity	Due Dates & Times
Week 1			
Aug. 10-13	Orientation Module	Complete Orientation Module <ul style="list-style-type: none"> <li>• Review "Read First Before Everything Else"</li> <li>• Review Syllabus</li> </ul>	

		<ul style="list-style-type: none"> <li>• Review Orientation Module Overview</li> <li>• Bookmark Textbook Site</li> <li>• Who Are You? Discussion Post</li> <li>• Complete Confidentiality and Privacy Quiz</li> </ul>	
Week 2			
Aug. 14-20	Module 1- Introduction to Programming	<p>Review Module 1 Overview</p> <p>Ch. 1-A Scaffold for Programmers</p> <ul style="list-style-type: none"> <li>• Concepts &amp; Vocabulary</li> <li>• Review PowerPoint</li> <li>• Ch. 1 Self Assessment</li> <li>• Ch. 1 Quiz</li> <li>• Structural Considerations Assignment (In class)</li> </ul>	<p>Due Tuesday, August 16, at 11:00 a.m.</p> <ul style="list-style-type: none"> <li>• Who Are You? Discussion Post</li> <li>• Complete Confidentiality and Privacy Quiz</li> </ul>
Aug. 14-20	Module 2-Audio Programming Strategies	<p>Review Module 2 Overview</p> <p>Ch. 11-Music Radio Programming</p> <ul style="list-style-type: none"> <li>• Concepts &amp; Vocabulary</li> <li>• Ch. 11 Self Assessment</li> <li>• Ch. 11 Quiz</li> </ul>	
Week 3			
Aug. 21-27	Module 2-Audio Programming Strategies	<p>Ch. 12-Information Radio Programming</p> <ul style="list-style-type: none"> <li>• Concepts &amp; Vocabulary</li> <li>• Ch. 12 Self Assessment</li> <li>• Ch. 12 Quiz</li> <li>• Competing Daypart Radio Air Personalities Evaluation</li> </ul>	<p>Due Tuesday, August 23, at 11:59 p.m.</p> <ul style="list-style-type: none"> <li>• Competing Daypart Radio Air Personalities Evaluation</li> </ul>
Week 4			
Aug. 28- Sept. 3	Module 3- Frameworks for Media Programming	<p>Review Module 3 Overview</p> <p>Ch. 2-Prime Time Network Programming Strategies</p>	



		<ul style="list-style-type: none"> <li>• Concepts &amp; Vocabulary</li> <li>• Ch. 2 Self Assessment</li> <li>• Ch. 2 Quiz</li> <li>• TV Program Evaluation</li> </ul>	
Week 5			
Sept. 4-10	Module 3- Frameworks for Media Programming	<p>Ch. 3-Multichannel Television Strategies</p> <ul style="list-style-type: none"> <li>• Concepts &amp; Vocabulary</li> <li>• Ch. 3 Self Assessment</li> <li>• Ch. 3 Quiz</li> </ul>	
Week 6			
Sept. 11-17	Module 3- Frameworks for Media Programming	<p>Ch. 4-Online Television Strategies</p> <ul style="list-style-type: none"> <li>• Concepts &amp; Vocabulary</li> <li>• Ch. 4 Self Assessment</li> <li>• Ch. 4 Quiz</li> </ul>	<p>Due Tuesday, September 13, at 11:59 p.m.</p> <ul style="list-style-type: none"> <li>• <b>TV Program Evaluation</b></li> </ul>
Week 7			
Sept. 18-24	Module 4- Understanding Key Processes	<p>Review Module 4 Overview</p> <ul style="list-style-type: none"> <li>• Ch. 5-Program and Audience Research</li> <li>• Ch. 5 Self Assessment</li> <li>• Ch. 5 Quiz</li> <li>• Nielsen Media Research (includes Optional Assignment)</li> <li>• Ratings &amp; Shares Worksheet</li> <li>• Television Quotients (TvQs)</li> <li>• TV Program Report Guidelines</li> </ul>	<p>Due Thursday, September 22, at 11 a.m.</p> <ul style="list-style-type: none"> <li>• <b>Test #1 (Chs. 1, 2, 3, 4, 11, 12)</b></li> </ul>
Week 8			
Sept. 25- Oct. 1	Module 4- Understanding Key Processes	<p>Ch. 6-Syndication for Stations, Cable, and Online</p> <ul style="list-style-type: none"> <li>• Ch. 6 Self Assessment</li> <li>• Ch. 6 Quiz</li> <li>• Calculating Potential Revenue</li> </ul>	<p>Due Thursday, September 29, at 11:59 p.m.</p> <ul style="list-style-type: none"> <li>• <b>Ratings and Shares Worksheet</b></li> </ul>

Week 9			
Oct. 2-8	Module 5- Television Programming Practices	Review Module 5 Overview Ch. 7-Nonprime Time Network Programming <ul style="list-style-type: none"> <li>Ch. 7 Self Assessment</li> <li>Ch. 7 Quiz</li> </ul>	Due Thursday, October 6, at 11:59 p.m. <ul style="list-style-type: none"> <li>Calculating Potential Revenue Worksheet</li> </ul>
Week 10			
Oct. 9-15	Module 5- Television Programming Practices	Ch. 8-Television Station Programming Strategies <ul style="list-style-type: none"> <li>Ch. 8 Self Assessment</li> <li>Ch. 8 Quiz</li> </ul>	
Week 11			
Oct. 16-22	Module 5- Television Programming Practices	Ch. 9-Basic and Premium Subscription Programming <ul style="list-style-type: none"> <li>Ch. 9 Self Assessment</li> <li>Ch. 9 Quiz</li> </ul>	Due Thursday, October 20, at 11:59 p.m. <ul style="list-style-type: none"> <li>Optional Assignment: Getting To Know Nielsen and Arbitron</li> </ul>
Week 12			
Oct. 23-29	Module 5- Television Programming Practices	Ch. 10-Public Television Programming <ul style="list-style-type: none"> <li>Ch. 10 Self Assessment</li> <li>Ch. 10 Quiz</li> </ul>	
Week 13			
Oct. 30- Nov. 5	Module 5- Television Programming Practices	Catch Up	Due Tuesday, November 1, at 11:59 p.m. <ul style="list-style-type: none"> <li>TV Program Report</li> </ul>
Week 14			
Nov. 6-12	Module 6- Development: Pitching Your Project	Review Module 6 Overview “Development”—Chapter 4 of Perebinossoff, Gross, and Gross (2nd ed.) <ul style="list-style-type: none"> <li>Pitch Project Guidelines</li> </ul>	Due Thursday, November 10, at 11:00 a.m. <ul style="list-style-type: none"> <li>Test #2 (Chs. 5, 6, 7, 8, 9, 10)</li> </ul>
Week 15			
Nov. 13-19	Module 6- Development: Pitching Your Project	Development-Pitch Project <ul style="list-style-type: none"> <li>Review Pitch Project Samples</li> <li>Pitch Project Group Sessions</li> </ul>	

Week 16			
Nov. 20-26	Module 6- Development: Pitching Your Project	<b>Thanksgiving Break</b>  • <b>No Class</b>	
Week 17			
Nov. 27- Dec. 3	Module 6- Development: Pitching Your Project	Development-Pitch Project  • Pitch Projects Presentations  • Pitch Project Peer Evaluations	Due Tuesday, November 29, at 11 a.m.-12:15 p.m.  • <b>Pitch Projects Presentations</b>  • Pitch Project Peer Evaluations  Due Thursday, December 1, at 11 a.m.-12:15 p.m.  • <b>Pitch Projects Presentations</b>  • Pitch Project Peer Evaluations
Week 18			
Dec. 4-10	Module 6- Development: Pitching Your Project	Development-Pitch Project  • Pitch Projects Presentations  • Pitch Project Peer Evaluations	Due Tuesday, December 6, at Exam Period: 11 a.m.-1:00 p.m.  • <b>Pitch Projects Presentations</b>  • Pitch Project Peer Evaluations

**Note:** I wish to acknowledge and thank Dr. Barbara Moore, Dr. Naeemah Clark, Dr. Lynne Gross, Dr. Susan Eastman, Dr. Douglas Ferguson, Dr. Dom Caristi, Dr. Chester Gibson, Dr. Glenn Novak, Dr. Milagros Rivera-Sanchez, Dr. Tony Fargo, and Dr. Michael Hoefges for allowing me to use parts of their syllabi to design this one. Their materials and advice are greatly appreciated!